

THE ACADEMY FOR MULTILINGUALISM

THIRD INTERNATIONAL TRANSLANGUAGING
SYMPOSIUM IN THE GLOBAL SOUTH

26-28 MARCH 2024 | FREE STATE | CLARENS

CALL FOR PAPERS

THEME: *Translanguaging for **Social
Justice** and **Decolonisation**
of the **Curriculum** in the
Global South*

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AKADEMIE VIR MEERTALIGHEID
SETSING SA BOTEMENGATA
ISIKHUNGO SOBULIMININGI

The Academy for Multilingualism invites papers for the upcoming Third International Translanguaging Symposium in the Global South to be held from 26th to 28th March 2024. This unique symposium comes at the time when universities in the Global South struggle to reimagine their existence and relevance in the complex multilingual contexts. The aim of this symposium in the Global South is to provide a space for international, continental, and national scholars, academics, practitioners, researchers, and postgraduate students with a kin interest in translanguaging to share their high-quality research and reflect on the critique, contradictions, challenges, complexities, and opportunities proffered by translanguaging.

Makalela and Da Silva (2023:v) argue that “There seems no doubt in our view that translanguaging has taken a center stage as a viable strategy to transform learning and teaching practices that have historically followed the one-oneness ideology of the European Enlightenment”. This argument is imperative in the context of the Global South as it engenders the necessity to transform the higher education terrain to make it more accessible for opening up epistemological and ontological spaces to the historically marginalised peoples. To achieve this, there is a need to unearth the marginalised epistemologies and ontologies to bring them to the core and disrupt the phenomenon of the periphery.

The symposium seeks to disrupt the characterisation of the periphery within the university space through the following sub-themes:

- Translanguaging and ***Social Justice***
- Translanguaging and ***Teaching Learning***
- Translanguaging and ***Ubuntu Translanguaging Pedagogies***
- Translanguaging and ***Decoloniality***
- Translanguaging and ***Language Policy***
- Translanguaging and ***Globalisation***
- Translanguaging and ***Multilingualism***
- Translanguaging and ***Educational Equity, Access and Success***
- Translanguaging and ***Literacy in Education***
- Translanguaging and ***Curriculum***
- Translanguaging and ***Assessment***

IMPORTANT DATES

- **Submission** deadline for abstracts of **250–300 words** | **31 December 2023** | **AfM@ufs.ac.za**
- **Notification** of acceptance | **15 January 2024**
- **Symposium** dates | **26–28 March 2024**
- Symposium **Format** | **In-person**
- **Registration Fee** | **R1500.00 (\$80)**

KEYNOTE SPEAKERS

PROFESSOR LEKETI MAKALELA



Leketi Makalela is a full professor and founding Director of the Hub for Multilingual Education and Literacies at the University of the Witwatersrand. He obtained his PhD from Michigan State University with combined specialisations in linguistics, literacy, and education. He is a Distinguished Visiting Professor at the City University of New York. His research areas include translanguaging, multilingual education, and literacies. He is a B- rated researcher and holder of the National Research Foundation SARChI Chair on Advancing African Languages for Social Inclusion and Access. He pioneered a globally acclaimed theoretical model, 'ubuntu translanguaging', and its pedagogical equivalent, 'ubuntu translanguaging pedagogy', to normalise simultaneous learning and teaching in more than one language in complex multilingual education systems. His academic citizenship includes founding a non-for-profit organisation for community-based literacy innovations, the Balang Foundation, and serving as a member of the Umalusi Council's Executive Committee, the National Reading Coalition Research Convenor, and the Old Mutual Foundation Trustee. His highly influential book is *Multilanguaging, Decolonisation and Education in the Global South*. In 2021, he produced four interrelated books on innovations in language and education. These are: *Decolonising Multilingualism in Africa: Recentering Silenced Voices from the Global South* (with Finex Ndhlovu); *Rethinking Language Use in Digital Africa: Technology and Communication in Sub-Saharan Africa*. (with Goodith White) *Not Eleven Languages: Translanguaging and South African Multilingualism in Concert* and *Language and Institutional Identity in the Post-Apartheid South African Higher Education: Perspectives on Policy and Practice..*

KEYNOTE SPEAKERS

DR KATE SELTZER



Dr **Kate Seltzer** is an Assistant Professor of Bilingual and ESL Education at Rowan University. A former high school English Language Arts teacher in New York City, Dr Seltzer currently teaches pre- and in-service teachers of bilingual students. She is co-author of the book, *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* with Ofelia García and Susana Ibarra Johnson, as well as book chapters and articles in journals such as *English Education*, *Research in the Teaching of English*, *TESOL Journal*, and *TESOL Quarterly*.

DR ZHONGFENG TIAN



Zhongfeng **Tian** is Assistant Professor of Bilingual Education in the Department of Urban Education at Rutgers University–Newark. He holds a PhD in Curriculum and Instruction from Boston College. Theoretically grounded in translanguaging, his research centres on working with teachers, families, and communities to provide bi/multilingual students with equitable and inclusive learning environments in ESL and dual language/bilingual education contexts, and preparing culturally and linguistically competent teachers with social justice orientations.

Dr Tian has published extensively in the field of ESL/bilingual education and teacher education. He is the co-editor of four books: *Developing Translanguaging Repertoires in Critical Teacher Education* (De Gruyter Mouton, 2023), *(Re)imagining Translanguaging Pedagogies through Teacher-Researcher Collaboration* (Multilingual Matters, 2023), *English-Medium Instruction and Translanguaging* (Multilingual Matters, 2021), and *Envisioning TESOL through a Translanguaging Lens: Global Perspectives* (Springer, 2020). He has also published six special issues and numerous articles in high-impact journals (e.g., *International Journal of Bilingual Education and Bilingualism*, *Journal of Multilingual and Multicultural Development*, *Journal of Language, Identity & Education*, *TESOL Quarterly*, *System*, and *Journal of Second Language Writing*). Most recently, based on his scholarly contributions in Chinese-English bilingual education, Dr Tian has received an Early Career Award from the American Council on the Teaching of Foreign Languages (ACTFL) Research SIG.